



Photograph by Terry Williams

...mics: good clean escapism or a trusly discouragement to real reading? Nicholas Tucker considers

page 10

Old schools become not property

Stephen Cohen

School building allocation sub-
 ed yet again—by £15m—the
 use of how far aging schools
 should be allowed to decline was
 highlighted this week by a series of
 tough talking advertisements from
 the Building Materials Industry.
 The half-page appeals, headlined
 "School for scandal", say that
 any renovation is needed in
 900 primary schools, and extra
 rooms in one-third of all
 schools.
 The Building Materials Industry,
 the National Dairy Council
 which recently tried a similar line
 advertisements to encourage milk
 consumption, has a vested interest
 encouraging any building any-
 where. But, as the published a few
 before do not bring comfort
 to the depressing, inefficient,
 woefully dangerous, classrooms,
 the figures came in a DES
 document that £118.9m had
 allocated for school building
 year compared with £135.8m
 year. Provisional allocations
 for 1980-81 and £91.3m for
 1981-82 were also announced: the
 one being related to the 500-
 fail to pupil numbers.
 of the total value of the
 programme is for "basic
 needs" which will be needed
 and of additional pri-
 mary and secondary children in areas
 of population growth. This second
 programme would cost £32.7m.
 £1.1m has been set aside
 for repairs and repairing schools.
 £14.9m has been earmarked in
 the programme for "special
 needs" schools.
 Continued on page 11

Public libraries for all

The Public Library Service has responsibilities to
 the whole community, like a public utility provid-
 ing piped water. But, unlike a water authority,
 whose services are in universal demand, the
 library service is much more extensively used by
 some citizens than by others. It is, therefore,
 constantly torn between its duty to provide a
 service to all who want to use it, and the neo-
 traditional "improving" aims of those who want
 it deliberately to favour the disadvantaged.
 A report published yesterday—*The Librarian's
 Choice*—looks at what the library service provides
 for the disadvantaged and makes a lot of sensible
 suggestions about how this could be improved.
 Mrs Aone Corbett was chairman of the work-
 ing party of the Library Advisory Council for
 England which produced the report (page 6).
 As readers of her contributions to this newspaper
 would expect, it is eminently readable and force-
 fully expressed. The introductory chapter, it is
 true, does not wholly escape the tendentious and
 patronizing class-consciousness which has been
 the most discussions of social disadvantage
 and positive discrimination. What the report
 says about the present library uses is a bit con-
 fusing. It almost seems as if it were supposed
 that the middle classes never used the public
 library services until Boots circulating libraries
 went out of business. The report complains that
 the middle class 20 per cent of the population
 forms 50 per cent of library membership; but
 elsewhere it is revealed that "such libraries as
 exist show libraries attracting borrowers in almost
 equal numbers from all occupational groups"
 (whatever that may mean).
 Perhaps because of this ambivalence the report
 sheers away from social disadvantage as such
 relegating that to a short section at the end and
 instead (and more construc-
 tively) concentrates attention on certain other
 defined forms of disadvantage. These include
 those in hospitals, the homebound and phys-
 ically handicapped, prisoners, ethnic minorities,
 and those who are or could be involved in adult
 literacy schemes.
 Library services in hospitals come in for some
 well-merited attention. These now depend on
 a confusing variety of arrangements made by
 local authorities, health authorities, and volun-
 tary organizations which clearly baffled the work-
 ing party. The logical recommendation would
 have been for the public library service to take
 over responsibility. But this would have cost
 a great deal, and the DES preface to the report
 makes clear that the Government is only inter-
 ested in proposals for reallocating existing
 resources. The Working Party fell back on a
 formula so lame as to be physically handicapped:
 "Where no service is provided either by the
 local authority or by a voluntary organization,
 the library authority should approach the Area
 Health Authority and the local community health
 council with the idea of introducing some kind
 of service starting with long-stay patients and
 children."
 That should set them by the ears.
 There is relatively little in the report, which
 bases itself on the education service, though of
 course its sensible suggestions about what the
 libraries can do to back up a balanced adult
 literacy programme have a strong indirect
 bearing on adult education. And indeed, behind
 most sections of the document is the recognition
 of the library authorities' positive duty to
 encourage reading.
 In the end, however, it comes back to the
 general question of how resources are to be
 allocated within a service which has responsi-
 bilities towards all sections of the community.
 By highlighting some groups who have special
 needs, and showing how the library service could
 be improved for them, this report provides a
 useful guide to development—as much a de-
 scription of how imaginative librarians are tackling
 these matters as a prescription for the future.

No comment
 The report's suggestions will not be published
 because there are no longer any future plans for
 Yorkshire Evening Press

This week

Commonwealth commentary

Clive Cookson has been mulling
 with the 600 delegates of their
 twelfth congress at Vancouver.
 Reports
 pages 2, 8

Teacher stress

The Welsh Office has been asked to
 help fund a study looking at the
 changing demands on teachers
 page 4

Sounds good?

Adrian Hope discusses developments
 in hi-fi systems
 page 16

Hero worship

Captain Cook, Bligh, Stanley and
 Livingstone—some of our best-loved
 heroes whose biographies are fea-
 tured this week by Valerie
 Grosvenor Myer
 page 22

Extra: Travel

Eight pages to help forward
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 foreign news, 8; letters, 9; features,
 comics, adult sixth formers, Wes
 Indian pupils, 10-11; books, ex-
 plorers, futurology, literature, child-
 ren's literature, biology, 12, 13, 14,
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 and Network, 18; feature, George
 Parker Bidder, 19; Travel Extra,
 21-28; Arts reviews, Edinburgh
 Festival, art exhibitions, ETV
 Kenny Everett, 46-47; Summer
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page 29

Dons feel the strain of being relevant

The catchword of the twelfth Commonwealth Universities Congress in Vancouver was "relevance". Though the keynote speaker Sir Charles Wilson, pointed out, the word itself is almost empty of meaning.

The 200-odd vice chancellors and 400 other delegates who spent last week at the beautiful campus of the University of British Columbia, did share one diffuse common concern—the official Congress theme of reconciling national, international and local roles of universities with the essential character of a university.

But compared to the more immediate problems facing universities 10 years ago—student unrest and the strains caused by rapid growth—it seemed rather ill-defined and remote.

Sir Charles, former principal of Glasgow University and three times chairman of the Association of Commonwealth Universities, put some stiff questions to the "new relevance". "What tells us what national needs are?" he asked.

"Are these short-term or long-term needs? And these science policies, economic policies, welfare policies, manpower policies—how do they affect us? Will students still be free to choose what they will study?"

No one really answered him. Sir Fraser Noble, for instance, principal and vice-chancellor of Aberdeen University, warned of the dangers of making university activities run obviously relevant to immediate social needs. "What is relevant both to the individual student and to society, is what is learnt with a will. It is an illusion to think that you can devise a curriculum that is relevant to life and to the world and can be kept relevant in that sense in the future."

He was worried that too much talk of relevance would lead governments, particularly in developing countries, to become obsessed with some fantasy of instant utility and to impose short-sighted curricula on universities.

Dr Charles E. Beaulieu, vice-president of the University of Quebec, wanted universities to give "an increasing importance to general education and to personal development programmes, programmes that are independent of thought, an ability to synthesise, and fostering creativity."

"The old employers were showing an increasing preference for well-

educated generalists, whom they can train on the job, rather than specialist technicians whose knowledge rapidly becomes outdated and who can become professionals only with difficulty."

On the other hand, the R. B. Matthews, president of the University of Waterloo, argued that the function of a university must extend to the application of the new knowledge it discovers. "Such an extended role for the university has seldom been acknowledged, and certainly has not been generally accepted within universities."

"We have paid out and are paying a price for this neglect on our part—a price in terms of diminished public support for research in universities and fewer opportunities for young researchers upon graduation from our universities."

Dr Matthews gave delegates an impressive account of the mechanisms being developed in his university to extend its research and development directly in industry, from "contract research" and a "research consortium" with local firms, to an "inventor's assistance programme."

Dr Alec Dickson, honorary director of the Community Service Unit, and one of the very few people from outside the academic world to address the conference, gave a large number of examples of the ways universities throughout the Commonwealth have made their curricula relevant to the needs of society.

But the topic that produced the most interesting papers and the best discussion was "Universities and other institutions of higher education", though at times the sessions were unduly dominated by parochial debate between the British participants.

Two speakers from outside the traditional universities—Sir Walter Perry, vice-chancellor of Britain's Open University, and Mr W. G. Pitt, president of the Ryerson Polytechnical Institute, Ontario, advocated a drastic overhaul of the educational system. Both wanted on-site transfer between institutions and better educational opportunities for adults, though they differed over the degree of specialization of the curriculum.

Sir Walter described his model as a perfect tertiary educational system, whose introduction would involve a sweeping by scrapping



The well-attended living quarters of Vancouver conference-goers.

secondary education beyond the age of 16.

"I believe that children nowadays mature younger than they did some years ago; and that by the age of 16 most of them are ready for a substantial part of the curriculum common in many schools," Sir Walter explained. "I would therefore plan for education beyond the age of 16 to take place in colleges rather than in schools."

He said that those who did not go to higher education would be at a disadvantage in the world of the future. "The influence of the university upon the school curriculum would be greatly reduced, for it would become a curriculum designed for all children, not just for those going to university."

Sir Walter's ideal secondary school system also included

Poly course swop urged by liberal

Course credits which could be exchanged among universities and polytechnics are being called for by the Liberal Party spokesman on higher education.

This would be one way to the path of mature students ensuring greater numbers in higher education, says Mr Alan Bell, the Liberal Party spokesman on higher education.

He also told the Liberal Party conference in London that he would like to see a national scheme for the exchange of credits between universities and polytechnics.

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The vice-chancellor of the National University of Lesotho, Mr M. T. Mashoga, emphasized his fellow countrymen's strong desire for education as a means of individual and collective betterment.

Talk of education for leisure was little to them, he said.

The two topics least dominated by the large British contingent were higher education in countries with federal government in government, and "the world food problem and the universities". The former centred around the Canadian on the one hand, who said that provincial governments had too much power over universities and the federal government too little, and the Australians on the other.

School to work



Hot shot: Ron Wilton of Godling Comprehensive, Nottingham, with the prototype of a device he hopes will win the Young Engineer for Britain competition, 1978. It is a hot liquid depth measurer for use by blind people. Regional finale of the competition takes place next month.

Counties want wider review of services

The Government's announcement of a White Paper next year on day release for 16 to 18-year-olds was criticised this week by the Association of County Councils for not going far enough.

The association wants to see a bigger review of the whole field of vocational preparation for young people. It is afraid that the survey will just provide more evidence of a piecemeal approach to the problem, Mr Horrell, the association's education committee chairman, said.

"We consider that the Government's proposals take insufficient account of the role of the education service in this area."

The spreading of scarce resources among a variety of bodies and programmes has led to a situation where no overall strategy has been planned in response to the needs of the 16 to 18-year-olds.

The ACC, which is Conservative-controlled, takes credit with other organizations for putting pressure on the Government to mount a survey. It is, however, anxious to dissociate itself from Labour policies, especially at General Election time. Hence Mr Horrell's criticism not only of the terms of reference of the survey but also of the Youth Opportunities Programme and grants for 16-year-olds.

In last week's announcement the Government said it wanted to give all 16 to 18-year-olds the chance to do some kind of vocational training.

Officials from the Department of Education and Science will be working with the Manpower Services Commission on a joint study to look into ways of extending and improving vocational preparation. The White Paper they will produce is expected to appear in the near future.

Mr Horrell said that the Government is "convinced that young people leaving school at 16 need training to help them do their jobs properly and that their personal development and to prepare them for a future of changing job requirements. It will ask the TUC, CBI and other interested groups what they think."

How Greenland floated away

Most of the oceans on the surface of the earth are from one point of view simply the gaps left by the separation of the supercontinent into which the onshore continent of Gondwanaland began to break 180 million years ago. In reality, however, these pieces have not simply floated off in a random fashion. Instead, they have been driven apart from each other by the action of new ocean floor from the great oceanic ridges that run the whole length of most of the oceans.

Of all the ocean basins, perhaps the Atlantic is the most fully studied. The sheets of land that have pushed the east and west continents apart are still being extruded from the mid-Atlantic Ridge, which runs south from Iceland in the North Atlantic to the Antarctic Ocean. The South Atlantic was the first part of the ocean to be formed by beginning with the formation of a long rift valley running north into the combination of Africa and South America roughly 80 million years ago.

The formation of the North Atlantic is a little harder to understand, if only because the places of continent surrounding it have had a more complicated origin. Iceland, of course, is merely a crescent of the mid-Atlantic Ridge itself. Newfoundland and Scotland—north of the Caledonian Canal—were once joined together, but they were separated before the North Atlantic itself began to form. And Greenland (which is one of the most ancient of all continental fragments) is known to have been lying sideways to speak, in what is now the north of the British Isles and Norway.

Dr Hans Christen Larsen of the Greenland Geological Survey has now provided, in *Nature* of July 20, a persuasive account of how and where the process of formation of the Atlantic spread to the north, separating Greenland from northern Europe. The clue to what happened, Dr Larsen says, is the swarm of igneous intrusions which have been shown to extend quite a substantial distance southwards, forming a strip of volcanic intrusions between 10 and 80 kilometres wide and running more or less parallel with the Greenland coast for 1,500 kilometres. At the

Science diary by John Maddox

Science diary

northern end, the swarm of dikes cuts through the rock of which Greenland is a whole is composed of rocks ranging in age from 60 million years or so to more than 2,500 million years.

Igneous dikes are of course common geological features. They consist of sheets of igneous rock inserted more or less vertically into older rocks. They have been produced by the upward extrusion of molten magma into faults or fissures above the source of molten volcanic rock. The occurrence of these dikes in swarms, or roughly parallel, striped of intruded rock, is no surprise—it is only natural to expect that a subterranean source of magma would seek out whatever lines of weakness there may be in the overlying rock.

Dr Larsen's observation of the swarm of igneous dikes on the east coast of Greenland leads him, however, to a much more radical suggestion. Briefly, he concludes that when the separation of the earth's crust that has formed the Atlantic Ocean reached as far north as Greenland, the lines along which new ocean floor was being extruded began to intersect with the eastern coast of Greenland. This swarm of dikes still to be seen in the landscape is a physical record of the spreading of the earth's crust to form the Atlantic Ocean.

This interpretation is confirmed by the observation that the swarm of igneous dikes on the eastern coast of Greenland coincides with the line of the present-day coastline of Greenland in a direction opposite to the present direction of the earth's

rotation, and whose presence is clearly visible in the map of the world. The dikes are formed between 55 million and 60 million years ago (this is the age of the rocks which have been 23 years reversed by the earth's magnetism since then, and from whom represented by its own stripes of rock on either side of the mid-ocean ridges on the sea bottom).

If this chain of inference is correct, the conclusion is important. For one thing, it provides a fairly exact date for the splitting of the North Atlantic of the Atlantic of Greenland, and the beginning of the separation between Greenland and Northern Europe.

The date of this happening is most accurately fixed by the measurement of the age of the youngest of the rocks through which the igneous dikes intrude but also by the known chronology of the reversal of the direction of the earth's magnetism, and here Dr Larsen's report is another surprising coincidence. The youngest of the rocks in which the dikes are intruded are themselves volcanic, and have the same age as the intruding dikes themselves.

So, it is reasonable to conclude that the incident mid-Atlantic Ridge of 55 million years ago had something in common with the same structure now to be found in the North Atlantic at Iceland. In other words, the split in the earth's crust which began to form the Atlantic Ocean reached as far north as Greenland at the same time as it reached as far south as Iceland. This is a long term value of the rate at which it helps to pin down the present course of the evolution of the Atlantic. It is also, however, striking that this valuable result has come from an examination of continental drift to a part of the Atlantic previously thought to be too simple to be of any use in geophysics. It may be that other difficult parts of the earth's surface—the Caribbean Sea, the Mediterranean and the Red Sea—will also yield up their secrets to the student of the

Redundant 200 go to college

Nearly 200 Bradford factory workers made redundant last month by the closure of Thorn Consumer Electronics started retraining courses at Bradford College this week.

A total enrolment of 500 was expected by today. College staff have sacrificed some of their holidays and some unemployed teachers have been recruited.

Mr Eric Robinson, principal, said the courses were designed to help people find employment as quickly as possible. Written and spoken English among A-levels was particularly popular. The mathematics department took in 80 students on the first morning.

Bradford needs new industry, he believes new industry will be attracted to a place where workers are seen willing to retrain with enthusiasm backing from the local authority and the education service.

Touch of CBI comfort for Merseyside youth

These were questions close to the hearts of young people on the streets of Merseyside last week. Sir John had been there for a seminar in Liverpool last week, when 200 youngsters got in grips with the problems facing them as they start working life.

The seminar, "Merseyside Means Me", was organized by the Liverpool-based British industry, the youth arm of the CBI.

Youngsters discussed topics such as industrial relations, increased "active" training, and the future of Merseyside. In charge of the 10 discussion groups of Liverpool Polytechnic were representatives of large and small firms, a union representative, and Sir John Mathew, director of the CBI.

They were asked: "What is being done to bring more jobs to Merseyside? Shouldn't the Government lower the retirement age to create more jobs for young people?"

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Finding a sponsor is easier

A new quarterly publication for school leavers seeking commercial sponsors for undergraduate training places in electrical and mechanical engineering is to be sent to schools.

The Institution of Mechanical Engineers and the Institution of Electrical Engineers have combined to produce a single source of information for school leavers. The publication, "Training Opportunities", will be issued free to all careers offices and schools with sixth forms.

It will be revised four times a year, making it easy for companies to delete their entries when they have filled their quota of training places. The book also lists the more important careers advisers, often in the same area, and provides the names of search agencies which can be contacted for more information.

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Entertainments

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ilea

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Polytechnic of North London, Holloway Rd, London N7 8DB, Tel: 432 2000.

The Polytechnic of North London

On the side of the child?

Nicholas Tucker looks at the role of comics as, for better or worse, a feeder of children's daydreams

The times when every educationist could be expected, almost as a matter of routine, to sound off against the bad influence of comics on the young are truly past. Today, tattered piles of the *Beano* or *Dandy* form part of many an estate primary school's wet weather arrangements; and even David Holbrook has written wistfully about *The Magpie* and *The Wizard* of his youth, although still remembering to condemn "lurid new comics".

At conferences and meetings, speakers may now suggest, at least coexistence with comics, or even something more positive; picture-strip techniques, for example, can sometimes be effective with slow readers; and comics themselves—who knows—may in some ways serve the more vigorous if crude side to young readers' imagination than respectable children's literature may not always be able to reach.

So the arguments tend to go. Even so, it would still be a mistake to imagine that there is never any friction between comics and their occasional critics today. Although there have been no major upheavals to temper the debates over horror comics in 1955, a steady note of grumbling has persisted ever since, occasionally swelling into more orchestrated campaigns.

Last year, for example, there were some well-publicised protests, notably from officials of a Welsh branch of the National Union of Mineworkers, over the amount of bloodthirsty slaughtering found every week in IPC's futuristic comic *2000 AD*. Other people, including myself, also objected around that time to what we saw as the chauvinist and self-indulgent way in which comics continued to fight and win the Second World War every week.

Before that, there were complaints from others about the treatment of coloured races in certain comic strips that were supposed to be about contemporary Britain, where black characters tended either to be invisible or else had a way of turning up as out-of-date stereotypes.

Finally, last year's monumental Schools Council Research Project on children's

reading habits, *Children and their Books* (Macmillan), after confirming that comics were still remarkably popular with every type of reader, then went on to describe them as "a time-consuming drug". And ended with a round of convoluted condemnation of the whole phenomenon: "If the goods delivered are as feeble, delusive and insulting to the purchaser as we have claimed they are, should we not question whether the freedom to distribute such things is a freedom we would do better without?"

Perhaps we should. Even so, some degree of dislike seems always likely to exist between the ideals and expectations of the adult critic and what comic publishers see as the commercial realities of their product. It is hard to see how this tension could ever be resolved to everyone's satisfaction, since it arises out of the very nature of the comic itself, and its direct economic link with its main consumer—the child.

Most children's literature, after all, only gets to its audience when it has received the critical approval of numbers of adults, since children do not buy the whole, buy books for themselves, and instead to spend upon the things that adults buy books for them: pocket money, sweets and soft drinks. A book, therefore, is generally bought for a child

by an adult, sometimes after consulting the views of another adult book reviewer. If this is a school or library purchase, the reactions of parents should also be considered. In this way it is not surprising that the average children's book usually reflects safer values than most adults will find particularly appealing. Children's literature has always tried to filter the young into some of society's more overt and approved mores and expectations.

Comics, on the other hand, are still so cheap that they can depend directly on children's own purchasing power. In this sense they are continually to satisfy their juvenile customers in order to survive. One way of seeking to do this, of course, is to provide their audience with a succession of flattering, undemanding, immediately appealing fantasies, largely uncluttered by finger-wagging adult morality or any unreporting suggestion that the real world may in fact be rather different from all this.

No wonder, therefore, that comics are so popular with the young, and perhaps with some justice; at a time when school and parents may sometimes be over-concerned with teaching children more about the growing complexities of life that they

will all have to face one day, how literature that makes everything easy, and which—however cynical seems to be clearly on the child's side, providing an Aladdin's cave which, double as a welcome shelter from a slye realities.

Fantasies of personal omnipotence, amazing good fortune, for example, understandable compensation for small and vulnerable—are often reflected in comics of the mental level of a child's own daydreams. Responsible child authors may feel it their duty to however gently, to cut such fantasy down to size in their novels, as a wiser better preparation for the life come. Comics, on the other hand, centre on the needs of the here and now, however self-indulgent or crude.

Sophisticated adult humour, example is usually remote and somewhat of a mystery to children, with attempts to explain more subtle humour is knockabout, as tedious to adult readers as it is close to the genre course interplay of the playground self. An appetite for crude violence, literature, whether conveyed in slapstick humour or bloodthirsty adventure, seems to be common with non-adult readers, ever since "bloody" and "pew" dreadful various comics have existed gratify this taste week after week.

This may involve using unrefined stereotypes as characters, or the simplification of history or even of physical reality but if readers want something more a cutive, as in other unadvised they may often do, they can go elsewhere. Meanwhile, if Superman wants to go on his buildings and stopping orphans in a air, he will remain free to do so in his strip land, where the reader's favourite day-decisions are the first consideration. What worries some critics is if comics continue to provide such illusory lergely through picture-reading—a return to the eyes of many educationists the sterner demands of an adult environment, which puts greatest value on ability to work with words.

It is not surprising, therefore, that critics sometimes get concerned at some of the shoddy values and falsehoods conveyed in comics, and that there have been voices raised against such literature for more than 100 years. But I have to say once again about his experience reading penny-dreadfuls was saying: "If this is the literature a few needs, nothing will keep him away from it."

In many ways this still seems true. Boys will read comics at the when no other literature seems to have any interest for them. Pre-adolescent girls seem to find an imaginary world that chatter away, however incoherent, romance, fashion and trends in the current pop scene. No book, with its greater time-lag between manuscript and final publication, could ever hope to rival them.

But to say that there will always be demand for such comics is not to say that comics should always have everything their own way. As it is, most adults do not know what goes on in comics, since they rarely read them.

But sometimes parents or teachers will quite properly use their right to complain over specific points that may seem to go rather beyond the limits of a normal comic-strip bed taste, and enough people seem to be on their sides in the reaction against all the good and necrophilia of the post-war horror comics, then publishers, publishers, now little more than the prospect of a government interference—will listen and take some sort of action. For example, IPC found it expedient to suspend their adventure comic *Action* because of complaints over one issue that seemed to glorify in football violence.

In this way, ephemeral publications like comics can be altered far more quickly and easily than would be the case with any call for similar changes in certain books for the young. It is, however, that only details may change rather than the essence of what many ways stay as a quick, self-indulgent, demanding read for children. But perhaps as much, in any reasonably free society, as any adult critic has a right to hope for.

Nicholas Tucker is a lecturer in developmental psychology, University of Bristol

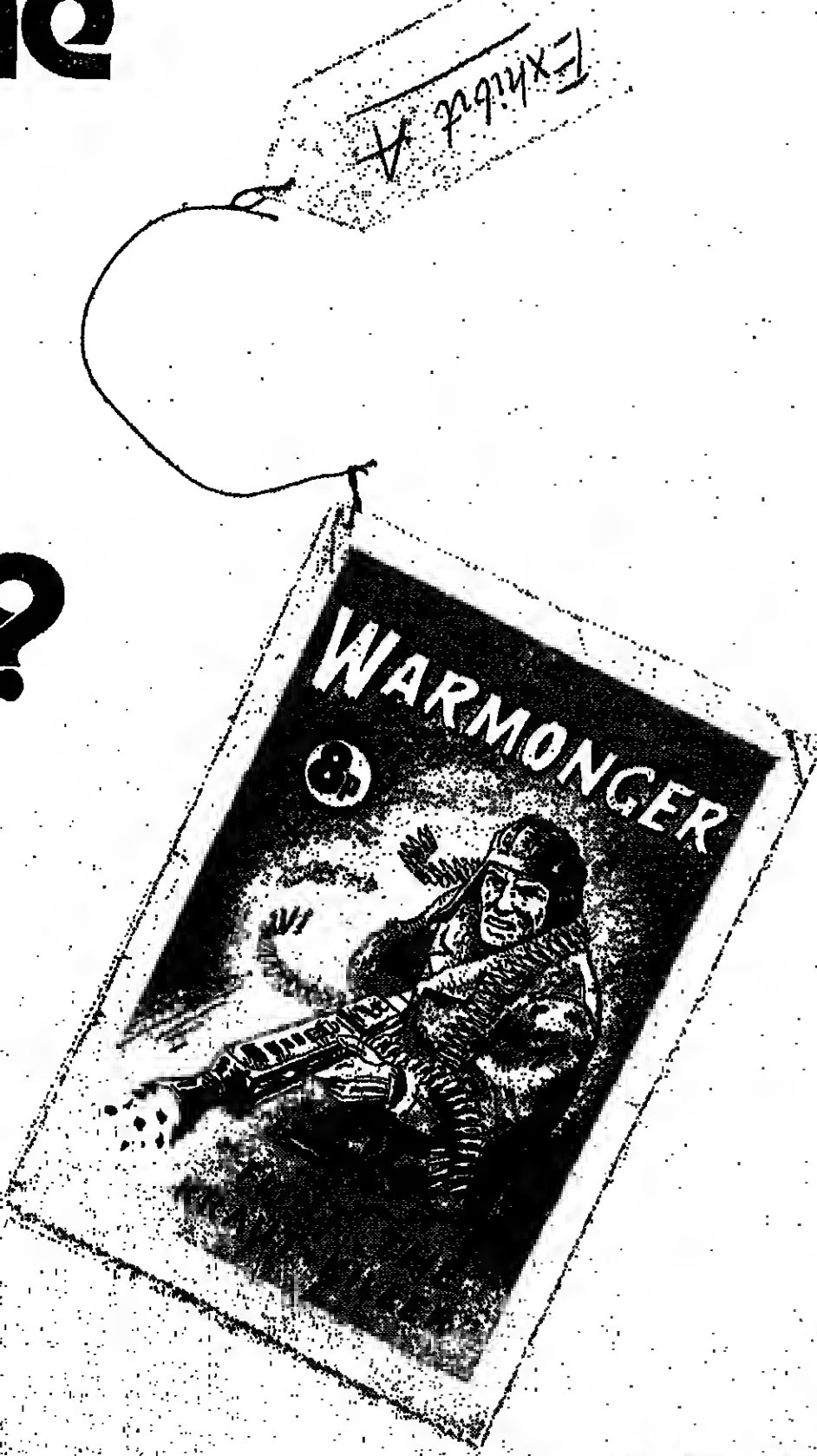


Illustration by Tony McSwainy

Conspicuous by their success

A simple experiment: adults allowed to study in sixth forms. Tim Albert looks at the results

When she was at school 20 years ago Marjorie Sangster's teachers laughed when she said she wanted to be a librarian.

At 15, like most of her classmates, she left to work in a factory; later she married and had a family. But now she is a librarian at a local community centre, the cynics wrong. She has gone back to school and is studying alongside sixth formers at her local comprehensive. "It's absolutely marvellous," she says. "The kids think of you as the same as them. The teachers have changed a lot since my day: they were always much older when I was at school, and very strict. Now they are very sympathetic." She has just taken an A level in English literature, and is planning to take sociology and history, and go on to university.

The school she goes to can supply other case histories. Patricia Spencer, who has her sights on university: the wife of a toolmaker at Ford and mother of three sons, she too left school without a qualification. Joan Critchley left at 15 to go to do a secretarial course, worked in a solicitor's office and is planning to go to C. F. Mott College to take a general arts degree.

And Marjorie's husband Jim, a redundant car worker turned insurance salesman, says he also hopes to follow in his wife's academic footsteps (though with more vocational subjects, such as com-

puter studies), while at the same time managing to interest the odd teacher in buying one of his policies.

They are the conspicuous successes of a remarkably simple experiment, which allows adults from the local community to study alongside sixth formers, and which has been going on for the past two years in an ordinary comprehensive in Halewood, a depressed area near Liverpool.

Originally planned as one of the brave new resettlement areas for families from the city centre, a political change on the Liverpool council means that the plans rest unfulfilled, with fields criss-crossed with roads and drains, waiting for housing developments that have never come. More recently Halewood was reorganised into the borough of Knowsley, a long thin segment of land to the east of Liverpool, with little coherent history and worse communication links. Its features include a high incidence of single parent families, little employment, no bank or cinema, and no college of further education for several miles.

When Peter Connor, son of a Liverpool crane driver and a graduate of Hull University, took over as head of the Grange School (built in 1964) in 1975, his predecessor had been ill for some time, and staff morale was low. There were only 30 pupils in the sixth form, and clear signs that because the hopes of the planners had exceeded reality (they had planned a second comprehensive to the area in 1972) falling rolls were about to become a major problem. In fact 850 pupils are expected to start this month compared with 1,400 seven years ago.

After a couple of months Peter Connor started floating one possible solution: admit adults from the local community into the sixth form. He managed to con-

vince the teaching unions, and then set about a publicity drive, with house-to-house leafleting, contact with local newspapers and radio stations, and a poster campaign.

The school offered free tuition to the unemployed, or a year's course (with a commitment of just over one hour in school per subject per week) for £14 on easy terms. Through a Job Creation Programme going on in the school, he was able to assign a redundant teacher to the task of liaising with the new adult students.

"The best part for many adults was coming through the doors for the first time," says Eugene O'Neill, the deputy head who has been responsible for the programme. Nevertheless, when they started in 1976, out of 53 original inquiries 40 different adults started classes, in seven O level subjects and four A levels.

The majority were housewives, though there were others such as a policeman, a midwife and office cleaner. But within a few months some 15 of them had dropped out—though compared with adult drop-out rates generally this is not nearly as bad as it sounds—many of them men, and for a variety of reasons, from moving house to finding a job.

When the results came they were impressive: of the 13 examinations there was a 100 per cent pass rate; in English language O level all six adult students got a grade A. It does raise a few questions, says Peter Connor. "What has been going on in the past? Why do they get out? Why do they come back being motivated and successful?"

For the second year, which started last

autumn, the local council agreed to give the school a £5 allowance for each adult student. In addition, the Ford of Britain Foundation gave £250, which was used mainly for publicizing the courses. A total of 38 signed up, joining seven adults still on courses, and at the end of the year 20 had taken exams. The results are still awaited.

Next year the future looks brighter still: the local authority has increased the allowance to £10 per adult, and has permitted the school to appoint two extra teachers; various local firms have been making inquiries on behalf of their employees; and already there have been 50 applications for courses (to join a sixth form of 45 pupils). "What we need now," says Eugene O'Neill, "is a leisure area for adults. We also need a special tutor."

The teachers also have taken to it well. In a survey carried out after the first few months, all but one thought their pupils were making satisfactory progress. There have, of course, been some relatively unusual problems such as the midwife attending human biology classes, and the woman who liked to talk (aloud) to God in the middle of lessons—but on the whole it has brought benefits.

"I think it's made discipline a lot easier," Eugene O'Neill says. "Adults have a lot to contribute, particularly about their experiences. And discussion groups become much more mature."

It's amazing how good they are, and how much work they do," says Trevor Stent, the head of history. "They contribute a great deal to the lessons and help get discussions going."

But what I find really interesting is, what happened to them at school? They don't seem to have enjoyed it much, or learnt much. We are told that standards are falling; but they couldn't have been very high then. If they get a 100 per cent pass rate now, why didn't they take exams when they were at school?"

Please adjust your approach

Carolyn Holmes reflects on the changing attitudes of teachers to West Indian pupils

Until the mid sixties, immigrant children were coming straight from the West Indies to our inner urban secondary modern schools. They were understandably bewildered, having come from schools where discipline was strongly enforced by corporal punishment, in establishments where there was an apparent lack of discipline. This made them feel insecure.

They could not understand what was expected of them. Staff in new schools were unprepared. A few tried to cope with this sudden influx of children from a totally different culture; many tried and failed; some did not try at all.

On the other hand, there were semi-wild little boys urinating in classroom corners and disturbed little girls biting teachers' wrists. Nobody in education had had time to give any prior thought to the needs of new approaches and resources for this change in the school population. After a week or so of silent bewilderment the West Indian arrivals would begin to flood their feet, observe the confused and often uncontrolled behaviour of the youngsters around them, and change almost overnight into aggressive, noisy and almost unteachable pupils. It is hardly surprising that most West Indian children at that time were under-achievers.

Today, the problems in multi-racial schools are a far cry from those of 10 to 15 years ago. But there are changing attitudes and concerns which need attention if these schools are to succeed. The average West Indian youngster is physically strong, cheerful, confident, and very extrovert, and has a quality of leadership. However, outside influences can have rapid repercussions on the West Indian element in a school. They react quickly to events

Even the weather can make a difference.

The Black Power movement has had effects in the schools. To a certain extent it was good. The children for the first time perhaps publicly expressed a pride in being black. The word black began to be used instead of coloured. Black was good, black was beautiful. However, the less well adjusted black children tended to use the influence of the movement as an excuse to turn to aggression toward white children and teachers.

More recently it has tended to be the least well-orientated black youngsters who choose to associate themselves with the Rastafarian movement. Local black extremist groups can have quite a serious influence on the vulnerable teenage groups in the schools. Television also has its effects.

Most teachers would agree that there has to be a different approach to West Indian children. The authoritarian confrontation does not work. Black children will rebel or be stubborn. They will feel trapped, sense white domination and get angry. It has proved to be more effective to cajole and encourage.

The West Indian home attitude still differs from that of the school. Black children who have grown up in British homes are not always understood by their parents, who still consider themselves as Jamaican or Barbadian. When the parents visit the school they are anxious for their children to do well academically, and sometimes express a strong desire that they should be beaten for bad behaviour.

Teachers are sometimes reluctant to write a deservingly bad report because they know that in certain cases it could lead to a beating at home. It is interesting to note that parents of black babies are never West Indians, but there are cases of West Indian youngsters over the age of 12 being physically hurt by parents.

In spite of their English upbringing, many of these children still speak with marked West Indian accents, possibly because of the home influence. This may be deliberately done as a form of identity. Some of these children when they get excited

in some of West Indian parents' efforts to improve their sons and daughters. Some of these efforts are aimed at those of parents of working-class white children—many black pupils begin to lose motivation in the middle school (when many youngsters do anyway). This is not helped when they see the growing numbers of their older brothers and friends still unemployed after leaving school.

Until recently, little thought was given to the content of the curriculum for the West Indian secondary pupil. No one believed that the system should change its orientation to black studies, but some thought has to go into including some areas of study more relevant and more geared to their experiences. North America and the West Indies probably make a better regional choice in geography than North West Europe, world history is more suitable than British social and economic history; some black literature can be included in English lessons and a steel band as a lively and popular asset to any school.

All these aspects of the curriculum must be at the same time, in this age of fast travel and instant communication, where events have world-wide influences and results in the best interest of all pupils, black and white. However, a multi-racial school does not mean a West Indian school, although in some areas of London the West Indian element predominates. Sometimes by the experience of their characters they appear to outnumber the rest. But let us not forget the importance of the role of the English child in these schools.

There is undoubtedly a problem for English children finding themselves surrounded by non-white classmates. This can result in a defensive fear on the part of the white child. Often aggravated by parents who find themselves in a minority, these children can often subconsciously develop a racial tension in the classroom. In some schools it was noticed that when West Indian children seemed eager to talk, white children would often say "I don't want to talk to you."

Carolyn Holmes is head of social and environmental studies, Aylestone High School, Bristol

There is also the case of the quiet English child being overshadowed by the ebullient West Indian. The English child can no longer be complacent, and has to make a greater effort to gain attention. Perhaps this element of competition is not wholly bad, as the two have much to learn from each other. Many fine friendships have been made in schools between black and white children. Many excellent mixed football and rugby teams, jazz bands, dance and drama groups have achieved first-class success.

Many schools have a fairly large proportion of Asian pupils. Initially the Asian child presents the teacher with few problems, apart from the obvious language difficulties. Many come with no English at all; they have to attend ESL classes at first, and then gradually become assimilated into the school.

Otherwise, the young Asian children are quiet, hard working and obedient. After a while it is noticed that some of them are a little unimaginative, and find difficulty applying the concepts learned on the work gets more advanced. As they get older some of the boys tend to become rather arrogant, and the girls subservient. Often the over-ambitious Asian parents want their child to be a surgeon and no less, when the unfortunate youngster can achieve little more than the average CSE grade 4.

There are, however, many Asian children who do extremely well, especially in mathematics and science, and go on to further education. But, because of their different religion and culture, and the tendency of the Asian community as a whole to continue with their own traditions and ways of life and not mix with others, the Asian children tend to keep to themselves.

Black children have a future in British society. Black culture will enrich British culture, but not replace it. Schools have a crucial role to play in this direction. Positive discrimination is not the answer to any conflict which may remain. The majority of black children will achieve the standards required for further education, managerial jobs and the professions, as many are doing already, but they must achieve them on their merits.

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Nursery Education

NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts:

1. NURSERY INFANT AND NURSERY SCHOOL (Scale 1) - 1 post

2. NURSERY INFANT AND NURSERY SCHOOL (Scale 2) - 1 post

3. NURSERY INFANT AND NURSERY SCHOOL (Scale 3) - 1 post

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50. NURSERY INFANT AND NURSERY SCHOOL (Scale 50) - 1 post

Primary Education

NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts:

1. PRIMARY INFANT AND PRIMARY SCHOOL (Scale 1) - 1 post

2. PRIMARY INFANT AND PRIMARY SCHOOL (Scale 2) - 1 post

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Headships

NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts:

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Service Colleges

OXFORDSHIRE

TEACHING IN APPLIED
TECHNOLOGY

The Royal Military
College of Artillery is
at Shrivenham in Wiltshire

The college will conduct
lectures and seminars in
applied technology and
science. It will accept
students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.
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students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.

Colleges of
Higher Education

Other Appointments

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DERBY COLLEGE, COLLEGE OF
HIGHER EDUCATION
The college will accept
students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.

GLoucestershire
GLoucestershire COLLEGE
The college will accept
students from a wide
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GLoucestershire
GLoucestershire COLLEGE
The college will accept
students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.

Adult Education

GLoucestershire
GLoucestershire COLLEGE
The college will accept
students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.

GLoucestershire
GLoucestershire COLLEGE
The college will accept
students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.

Youth and
Community Service

GLoucestershire
GLoucestershire COLLEGE
The college will accept
students from a wide
range of schools and
colleges. The college
will also accept students
from the armed forces
and other organisations.

GLoucestershire
GLoucestershire COLLEGE
The college will accept
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CHELMER
Institute of Higher Education
Victoria Road South, Chelmsford CM1 1LL
Department of Law
**LECTURESHIPS
IN LAW**
Lecturers are required for B.A.(Hons.) Law
Degree Course. Teaching experience is not
essential.
Application forms and further details from
the Head of Law Department, to whom appli-
cation forms should be returned on or before
11th September, 1978. (Telephone: 0 Chel-
ford 54491, Ext 203).

**EAST SUSSEX COLLEGE
OF HIGHER EDUCATION**
Temporary Post
One Year Only
**ART HISTORY
LECTURER II**
(2 days a week)
Required to teach Modern European
Art History—19th and 20th Century
—to B.Ed.Hons. and B.A. students.
Application forms from the
Deputy Director,
East Sussex College of Higher
Education,
57 Meads Road, Eastbourne,
Sussex BN20 7QD

**THE AMERICAN
COLLEGE OF
LUCERNE**
formerly a Swiss-based institution for the study of
languages and design has now relocated in
London and requires
TEACHERS
to teach students in Elementary French, English
Languages, Fashion Illustration, History of Art,
Graphic Design, Photography, Designing September
to 23rd November, 1978.
Applicants should write, giving details of quali-
fications and experience to:
The Director of Education,
The American College of Lucerne,
100 Tottenham Court Road, London W1P 0LP
or to the Director of Education,
100 Tottenham Court Road, London W1P 0LP

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Essex County Council

Essex County Council

**Hull College of
Higher Education**
FACULTY OF ADMINISTRATIVE
AND MANAGEMENT STUDIES
Applications are invited from well-qualified
persons for the following post:
**Lecturer I or Lecturer II
in Secretarial Studies**
The post is tenable from 1st September,
1978, or as soon thereafter as possible.
Application forms and further details may
be obtained from the address below, to
which completed forms should be returned
within ten days of the advertisement
appearing.
The Personal Section
Hull College of Higher Education
College Road, Hull HU6 7RT
Tel: (0482) 41451

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Essex County Council

NORTH YORKSHIRE COUNTY COUNCIL
Social Services Department
HAMBLETON/RICHMOND DIVISION
Re-Advertisement
**HOUSEMASTER/
HOUSEMISTRESS**
(temporary)
Applications are invited from suitably qualified or expe-
rienced social workers for a temporary post at Richmond
Hill Community Home with education on the premises for
80 boys between the ages of 15 and 18.
The starting position at Richmond Hill is at present under
review and it may be possible to offer the successful
applicant a permanent appointment in the future.
Salary scale, Senior Grade £3,389 to £4,820 p.a. (bar
at £4,148) including supplement.
Further information and job description from Mr. A.
McAllister, Housemaster, Richmond Hill, Richmond DL10
4HT, North Yorkshire, telephone Richmond (0748) 3232.
Application forms from Mr. J. C. Maguire, Divisional
Social Services Officer, 60 South Parade, Northallerton,
North Yorkshire DL7 8TT, to whom they should be
returned within 14 days of the appearance of this adver-
tisement.

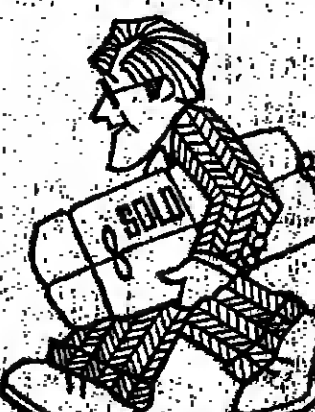
SOCIAL SERVICES DEPARTMENT
Secure Observation and Assessment Unit
(12 Boys—Direct Intake)
**A New and
Challenging Post**
Head of Unit—Range 9A
£5,727-£6,342
The primary purpose of this 'Secure Unit' is to
meet the needs of boys from the South West
Region who are seen to require observation and
assessment or re-assessment in a secure environ-
ment. It is anticipated that the vast majority of
the boys admitted to the Unit will be those boys
who would, in the absence of such a Unit, be
remanded to H.M. Prison Department Establish-
ments.
We are anxious to appoint a person who has the
capacity and experience to open and commission
this new and purpose-built facility. A vital, initial
role, for the post holder is to weld together a large,
multi-disciplinary staff team.
The person appointed will play an important role
in the appointment of the subordinate staff.
Informal enquiries prior to formal application are
welcome. Please contact Mr. K. Harding, Principal,
Northbrook Community Home School, Bessoni Lane,
Exeter, telephone Exeter 7271.
Application forms, job description and further
details available from: The
Director of Social Services,
County Hall, Exeter, Tel.
Exeter 72977, ext. 519.
Closing date: 20/9/78.

County of Cleveland
EDUCATION DEPARTMENT
WARDEN (2 posts)
£4,556-£5,061 (includes supplement)
Required at—
a. North Ormesby Youth and Community Centre,
Middlethorpe.
This post will involve overall responsibility for the
centre and community work in urban area which the
centre serves.
b. Kilm Hall Youth and Community Centre,
Ragglethorpe, Skipton.
For 10 sessions.
The centre is part of a lively community in Skipton
and is based in a large converted house with a modern
extension, including a dual purpose hall for sports and
social events.
The warden is responsible for the extensive day-time
and evening programme, for leading the team of part-
time staff and supervising the active management com-
mittee and user groups.
Applicants for the above mentioned posts should be
qualified and experienced.

**ASSISTANT YOUTH & COMMUNITY
ORGANISERS**
£5,403-£5,908 (includes supplement)
Applications are invited from persons with appropriate
professional qualifications and suitable experience.
Cleveland has large and varied provision with many
modern purpose built centres and clubs including
residential facilities.
Financial assistance with household removal expenses
is available in approved cases.
Application forms for the above posts are available
from the County Education Office, Education Office,
Woodlands Road, Middlesbrough, Cleveland, to whom
completed forms should be returned by 16th Septem-
ber, 1978.

Essex County Council

**FOR SALE
AND
WANTED**
If you have something to sell or some-
thing you want to buy, your fellow
readers of the TES might be the right
people to talk to. There are over half
a million of them and an advertisement
could cost as little as £2.28.
If you are interested please ring Lyn
Willis, The Times Educational Supple-
ment, Times Newspapers, Limited,
Gray's Inn Road, London WC1X 8EZ
Telephone 01-837 1234.



**Residential Child
Care Officer**
(Observation and Assessment Centre for Boys)
Brentwood
£3,057-£4,808 with bar at £3,834 plus £312 p.a. supple-
ment. Fringe weighting £120 p.a. if non-resident.
Boyles Court set in parkland at Gt. Warley near Brent-
wood provides observation and assessment facilities for
up to 40 boys between 10-17 with an intensive Care
(Secure) Unit for six boys. The multidisciplinary staff
work towards providing a balanced assessment of boys'
social, emotional and educational needs and formulating
treatment plans for the future.
The person appointed will work in one of three groups
(Junior, senior, and intensive care unit), led by a Senior
RCCO, will carry a small case load and be responsible
for general care and welfare, and or provision of reports
for presentation and discussion at assessment meetings.
Although experienced candidates with appropriate train-
ing and qualifications are sought, mature people with
wide experience of life and proven ability to relate
well with others, particularly young people, will be con-
sidered. Informal discussion and/or visit can
be arranged by phone Boyles Court, (Brentwood 222786).
Good support available from experienced staff, and
opportunity for staff development, further training, etc.
Help with accommodation likely for both single and
married applicants.

Essex County Council

KENT County Council Education Department

Youth Worker

(Temporary)

at Northfild Sports and Youth Centre
Salary JNC £3,471.42, 422
From 1 October, 1978, to 31 August, 1979, to replace a Youth Worker who is attending a training course. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.
For an informal chat phone Eddie Tingey, Educational Youth and Community Service Worker, Gravesend 84701.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

Youth and Community Service
Applications are invited for the following full-time Youth and Community Work posts:

(1) Community Liaison Worker

Heathcote Youth Centre, Chingford, E.4

(2) Community Liaison Worker

Warwick Youth Centre, Walthamstow, E.17

Possession of a recognised professional qualification in Youth and Community Work will be an essential requirement.

Salary in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £5,831 inclusive of London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicants.

For further details and an application form, write to the Chief Education Officer, Municipal Offices, High Road, Leyton, London E15 5QJ. Closing date for receipt of applications: Friday, 8th September, 1978.

London Borough of Waltham Forest

Suffolk County Council YOUTH SERVICE

Experienced and qualified Youth Workers required for the following posts:

Haverhill and District

Duties include direct responsibility for youth centre, development work in the town, liaison with schools and other agencies, supervision of work of full-time, assistant and part-time staff team.
Salary JNC 3 (Points 4-8), currently £4,882 to £5,223.

Saxmundham

Responsibility for existing club in purpose built premises on school campus; supervision of part time staff team; supportive work with local voluntary groups.
Salary JNC 8, (Points 1-5), currently £4,289 to £4,827.

Framlingham

Similar responsibilities to Saxmundham post but greater emphasis on rural development.
Salary JNC 8 (Points 1-5).

Bolton Lane, Ipswich

Responsibility for town centre club, supervision of staff team, support of voluntary groups, including Caribbean Club. An interest in sport/physical work or in the training field would be helpful.
New post.
Salary JNC 3 (Points 1-8).

Chantry, Ipswich (Youth Tutor)

Responsibility for established club in school based wing and to make an agreed contribution to the senior students at Chantry Comprehensive High School and Sixth Form Centre.
Salary Burnham Scale 5 of JNC Range 3 (Points 1-5) according to qualifications.

For further details and application forms send SAE to the Deputy Education Officer (YJC), Educational Services Department, Street, Ipswich, IP1 1JF. Applications invited until 15th September 1978.

YOUTH AND COMMUNITY SERVICE: continued

KENT MAIDSTONE

DETACHED YOUTH CENTRE
The YJC Sports Centre sponsors a detached youth centre in a village in the parish of Maidstone, Kent. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.
Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

LEICESTER

Essential worker, female, required for full-time post in a purpose-built youth centre in a village in the parish of Leicester, Leicestershire. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.
Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

LIVERPOOL

MARTIN L. O.
Applications are invited for the post of Full-time Youth Worker, based at the Youth Centre, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000.

MANCHESTER

YOUTH AND COMMUNITY CENTRE
As a young and vibrant youth and community centre, the Centre requires a Youth Worker to assist in the development of the Centre's youth and community work.

NEWCASTLE UPON TYNE

EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
OSWORTH HIGH SCHOOL
YOUTH AND COMMUNITY TUTOR

Applications are invited from teachers with youth and community work experience and/or qualifications for the above posts. The salary will be by JNC Scale 3 (Points 4-8) (£4,882 to £5,223).

CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
OSWORTH HIGH SCHOOL
YOUTH AND COMMUNITY TUTOR

Applications are invited from teachers with youth and community work experience and/or qualifications for the above posts. The salary will be by JNC Scale 3 (Points 4-8) (£4,882 to £5,223).

The person appointed will be a member of the school staff and will be responsible for the development of youth and community work in the school and the liaison with the youth and community services in the area.

Particulars are available from the Headteacher, Osworth High School, Osworth, North Road, Newcastle upon Tyne NE11 6JH and should be accompanied by a curriculum vitae and three recent photographs.

CITY OF NEWCASTLE UPON TYNE

EDUCATION COMMITTEE
WALDOLEIGH HIGH SCHOOL
YOUTH AND COMMUNITY TUTOR

Applications are invited from teachers with youth and community work experience and/or qualifications for the above posts. The salary will be by JNC Scale 3 (Points 4-8) (£4,882 to £5,223).

The person appointed will be a member of the school staff and will be responsible for the development of youth and community work in the school and the liaison with the youth and community services in the area.

Particulars are available from the Headteacher, Waldoleigh High School, Waldoleigh, North Road, Newcastle upon Tyne NE11 6JH and should be accompanied by a curriculum vitae and three recent photographs.

NOTTINGHAMSHIRE COUNTY COUNCIL

EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
FULL-TIME WORKER

Based at Newark, the post offers a full-time position in a purpose-built youth centre in a village in the parish of Newark, Nottinghamshire. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.

Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

WALSALL

EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
FULL-TIME WORKER

Based at Walsall, the post offers a full-time position in a purpose-built youth centre in a village in the parish of Walsall, West Midlands. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.

Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

WALSALL EDUCATION COMMITTEE YOUTH AND COMMUNITY SERVICE

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Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

WARWICK

EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
FULL-TIME WORKER

Based at Warwick, the post offers a full-time position in a purpose-built youth centre in a village in the parish of Warwick, Warwickshire. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.

Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

WIGAN

(Metropolitan Borough of)
EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE

Based at Wigan, the post offers a full-time position in a purpose-built youth centre in a village in the parish of Wigan, Greater Manchester. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.

Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

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Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

BUCKINGHAMSHIRE EDUCATION DEPARTMENT ASSISTANT EDUCATION OFFICER

The person appointed to this post will be responsible for the day-to-day running of the Education Department and will be responsible for the day-to-day running of the Education Department and will be responsible for the day-to-day running of the Education Department.

Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

EDMUNDSPUR

EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
FULL-TIME WORKER

Based at Edmundspur, the post offers a full-time position in a purpose-built youth centre in a village in the parish of Edmundspur, Hampshire. The post offers varied experience for a qualified Youth Worker in a flourishing purpose-built centre.

Salary JNC 3 (Points 2-6) £4,289 to £4,827.
Further details and application form returnable by 15 September from the Educational Officer, County Office, Windmill Street, Gravesend.

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EDUCATION COMMITTEE
YOUTH AND COMMUNITY SERVICE
FULL-TIME WORKER

Metropolitan Borough of Rochdale

Education Department

CAREERS OFFICER

AP3/4, £3,732/£4,632

Applications are invited for two posts of Careers Officer, to provide a careers guidance, job placement and follow-up service for young people leaving schools and colleges in the Rochdale area. Applicants should have completed, or be about to complete, a course of professional training for work in the Careers Service. Applications will be considered from students completing full-time training courses for the Diploma in Careers Guidance in December.

Essential user car allowance payable. Assistance with removal and other expenses and housing accommodation in appropriate cases may be available.

Application forms and further details available (by quoting Ref. No. B.873) from the Chief Personnel Officer, Metropolitan Borough of Rochdale, 168 Orms Street, Rochdale OL16 1XG, to whom they should be returned by 20th September, 1978.

Metropolitan Borough of Wirral

GENERAL ADVISER

£7,689-£8,373

To fill a vacancy in the Wirral Advisory Team. Applicants must be well qualified and experienced teachers, preferably with advisory or other relevant experience. The person appointed will have general advisory duties in a group of schools as well as responsibility for the pupils in the younger age groups (3-8 years) throughout the Authority.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside (telephone 051-547 7020, ext. 116), returnable by 19 September.

NORTH YORKSHIRE COUNTY COUNCIL

PROFESSIONAL ASSISTANT

Salary Scale: S01/2, £5,232-£6,000 p.a. inclusive of supplement

This post (which arises from the promotion of the present incumbent to a post with another Authority) will be the first instance of a post in the field of primary education and will provide an excellent opportunity for a person who has an Honorary Graduate with successful teaching experience to enter educational administration.

Applications by letter to the County Education Officer, County Hall, Northampton, North Yorkshire DL7 8AB, from whom details of the post are available. Closing date: Thursday, 14th September, 1978.

Adviser for Secondary Mathematics

Salary: Group 9 £8,217 - £8,901

Applications are invited from men and women with successful teaching experience. The Adviser will be based at Exeter but will have a county-wide responsibility.

Further details and application form available from the Chief Education Officer, County Hall, Topham Road, Exeter EX2 4GG (Tel. 0392 77077, Ext. 381), to whom they should be returned by Friday, 15th September, 1978.

DEVON

NORTH TYNESIDE METROPOLITAN BOROUGH COUNCIL

EDUCATION DEPARTMENT

SENIOR ADVISER INSPECTOR

SOULBURY GROUP 10, £8,751 to £9,438

Applications are invited for the post of Senior Adviser/Inspector. This is a newly created post, and the holder will be responsible for an existing team of Education Advisers and will be a member of the Education Department Senior Management Team. Extensive experience in both teaching and in L.E.A. advisory or administrative capacities is essential.

Closing date: 23rd September, 1978.

Application forms and further particulars are available from:

The Chief Personnel Officer, Metropolitan Borough of North Tyneside, 7 Northumberland Square, North Shields, Tyne & Wear.

Previous applicants need not re-apply as their applications will be considered.

West Sussex Senior Advisory Officer for Primary Education

£9,288-£9,975 (Soulbury-Burnham H.T. Group 11)

This Officer is one of five who lead the advisory team. Responsibilities include assisting in the formulation of policy, stimulating and monitoring of educational developments, coordination of advisory activities in primary schools, and work related to appointments and probationers. Candidates must have wide experience, detailed knowledge and full understanding of primary, including middle school education, and be prepared to work within the overall context of the entire education system.

Details and form from Director of Education, County Hall, Chichester PO19 1RF, on receipt of foolscap a.s.e. Closing date 20th September, 1978.

LONDON BOROUGH OF ENFIELD

Careers Officer

£4,017-£4,431

This post provides experience in the full range of vocational guidance at the Enfield Careers Office. Applications will be considered from experienced candidates or those who have recently successfully completed a full-time course of training.

An application form and further particulars are available, upon receipt of S.A.E., from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Closing date: 15th September, 1978. Please quote reference OGD/862.

If you buy anything for your school—first check the advertisements in THE TIMES Educational Supplement

DEPUTY PRINCIPAL CAREERS OFFICER

This vacancy has arisen because of the appointment of the previous holder to a post of Principal in another Authority.

Salary scale: £5,415 per annum-£8,030 per annum, plus £285 per annum London Weighting, plus £312 per annum flat-rate supplement.

CAREERS OFFICER

Required to work as a member of a team responsible for the full range of careers work in schools. You should possess the Diploma in Careers Guidance or a comparable qualification.

Salary scale: £3,420 per annum-£4,320 per annum, plus £285 per annum London Weighting, plus £312 per annum flat-rate supplement.

Essential user car allowance payable.

CROYDON

Application forms and further details available from the Director of Education (FPO), Taberner House, Park Lane, Croydon CR9 1TP (telephone 01-886 4433, Extension 2253).

Closing date: 15th September, 1978.

BUCKINGHAMSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

General Adviser

First School and Nursery Education

Salary scale: Soulbury Head Group 9 (£8,217 to £8,901 p.a.)

Applications are invited for the post of General Adviser with a particular responsibility for First School and Nursery Education. The vacancy is for 1 January, 1979, on the retirement of the present holder. Applicants should be well qualified with good experience of teaching young children.

Essential user allowances: 100 per cent removal expenses, lodging allowances and assistance with legal expenses payable in appropriate cases. Further details and application forms from Chief Education Officer, County Hall, Aylesbury HP20 1UZ, on receipt of a stamped addressed envelope. Completed applications to be returned by 18th September, 1978.

Senior Advisory Officer for Further Education

£9,288-£9,975 (Soulbury-Burnham H.T. Group 11)

West Sussex County Council. Suitable senior experience in Further Education required for this post vacant 1st January, 1979. Responsibilities include assistance with formulation of policy, advice on, and administration of, course provision; determination of staffing establishments; involvement with Regional Advisory Councils, Industry, commerce, Governing Bodies, etc.

Details and form from Director of Education, County Hall, Chichester PO19 1RF, on receipt of foolscap a.s.e.

Closing date, 18th September, 1978.

West Sussex County Council

Education Department

Education Welfare Officer required (Temporary Appointment)

This is a two year temporary post until the end of July, 1980, for a person interested in entering the Education Welfare Service. Salary £3,584 p.a. to £4,580 p.a. A qualification bar operates at £4,116 p.a. The person appointed must provide a car for which an essential user allowance is payable. Further details and application form from Director of Education, Regent House, London Road, Twickenham TW1 9QB (01-892 4486, ext. 210), returnable by September 15, 1978.

London Borough of RICHMOND UPON THAMES

CAREERS OFFICERS (Older/Abler Pupils)

£4,953 to £5,253

Caterham and Guildford

Candidates should have a degree or equivalent qualification, be qualified for and experienced in the work of the Careers Service. The experience should be sufficient to enable the successful applicant to advise pupils and students intending to pursue GCE 'A' level courses of schools and colleges in the South East and South West areas of the county.

Car mileage and subsistence expenses payable, together with generous relocation expenses in approved cases.

Further details from the County Education Officer (Ref. CS/JT), Careers Service, County Hall, Kingston upon Thames, Surrey, Tel. 01-544 1050, ext. 3484. Closing date 10 days from appearance of advertisement.

SURREY COUNTY COUNCIL

ADMINISTRATION General continued

SURREY

NATHANIEL WILKINSON

EDUCATION DEPARTMENT

TECHNICAL SERVICES

TECHNICAL SERVICES

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Miscellaneous

CLIVEDON

COUNTY COUNCIL

SIXTEEN SPORTS CENTRE

ASSISTANT MANAGER

(Male/Female)

TECHNICAL SERVICES

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